DOCUMENT RESUME

ED 427 207 CE 078 108

AUTHOR	Kaufmann, Barbara
TITLE	What Business Organizations Say about School-to-Work: An Analysis and Compendium of Organizational Materials.
INSTITUTION	American Youth Policy Forum, Washington, DC.; Institute for Educational Leadership, Washington, DC. Center for Workforce Development.
ISBN	ISBN-1-887031-62-6
PUB DATE	1998-00-00
NOTE	29p.
AVAILABLE FROM	American Youth Policy Forum, 1836 Jefferson Place, NW, Washington, DC 20036-2505 ($5).
PUB TYPE	Reports - Research (143)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Education Work Relationship; *Educational Attitudes; Educational Change; Educational Improvement; *Employer Attitudes; Employment Practices; Labor Force Development; Models; *National Organizations; Partnerships in Education; Professional Associations; *School Business Relationship; Secondary Education; *Vocational Education; Work Experience Programs

ABSTRACT

This document examines employer involvement in school-to-work (STW) through the lens of seven business organizations: American Society for Training and Development; Business Coalition for Education Reform; The Business Roundtable; Committee for Economic Development; National Alliance of Business; National Association of Manufacturers; and U.S. Chamber of Commerce. The first part of the document is a review of what materials published by the seven organizations have to say about the following topics: why employers are involved in STW (STW activities are consistent with and support emphasis on education reform, STW is part of a larger effort to develop a rational work force development system, STW is a strategy for economic growth); the National Employer Leadership Council Employer Participation Model (a model that was developed by the National Leadership Council and identifies ways employers can participate in STW by working with students and teachers, strengthening company practice, and building an STW system); and employer involvement in STW after the School-to-Work Opportunities Act of 1994 expires in 2001. In the remainder of the document, background information is provided on each of the organizations along with overviews of pertinent documents published by each organization. (MN)

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WHAT BUSINESS ORGANIZATIONS SAY ABOUT SCHOOL-TO-WORK:

AN ANALYSIS AND COMPENDIUM OF ORGANIZATIONAL MATERIALS

BARBARA KAUFMANN

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What Business Organizations Say About School-to-Work: An Analysis and Compendium of Organizational Materials

Washington, DC:
American Youth Policy Forum and Center for Workforce Development, 1998

ISBN: 1-887031-62-6

Additional copies may be ordered for $5.00 prepaid, including postage and handling, from:

American Youth Policy Forum
1836 Jefferson Place, NW
Washington, DC 20036-2505
http://www.aypf.org

The activities of the American Youth Policy Forum are made possible by the support of a consortium of philanthropic foundations: Pew Charitable Trusts, Charles S. Mott Foundation, W. K. Kellogg Foundation, Ford Foundation and General Electric Fund.

Layout by Susan Kim.

INTRODUCTION

At the early stages of consideration of school-to-work legislation and implementation of the School-to-Work Opportunities Act of 1994 (STWOA), one of the key issues discussed was employer involvement in helping to build a school-to-work system, especially in obtaining enough employers to provide work-based learning opportunities. "The development of such a system will require an unprecedented scale of employer commitment and involvement," wrote McNeil and Kulick in *Employers' Role in School-to-Work Opportunities*.[1]

At the four-year mark of STWOA, a representative survey of more than 5,000 employers with 20 or more employees shows that many employers *are* involved in school-to-work. The National Employer Survey was conducted by the Bureau of the Census and supported by the National Center for Postsecondary Improvement and the Consortium for Policy Research in Education, through funding from the Office of Educational Research and Improvement of the U.S. Department of Education. It shows that one in four businesses surveyed is involved in a school-to-work "partnership," defined in the survey as joint activity between schools and employers to build connections between school-based learning and work-based learning. Many other employers are involved in job shadowing, internships and mentoring.

Participation in school-to-work is greater among larger employers. While only 24 percent of the surveyed establishments with 20 to 99 employees engage in school-to-work partnerships, 42 percent of those with 250 to 999 employees participate and 60 percent of those with 1,000 or more employees report that they participate.

The survey also confirms the earlier work of McNeil and Kulick (1995) cited above and Lynn and Wills (1994) in *School Lessons/ Work Lessons* by describing why employers are involved in school-to-work: they are committed to corporate involvement in the community, and also view school-to-work as a way of making better hiring decisions for their future workforce.

This document serves as a companion piece to the publication, *Employers Talk About Building a School-to-Work System: Voices from the Field*, which contains essays completed by individual employers and intermediary organizations directly involved in school-to-work. This compendium looks at

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[1] Patricia W. McNeil and Christine D. Kulick. *Employers' Role in School-to-Work Opportunities*. National Institute for Work and Learning, Academy for Educational Development: Washington, DC, 1995.

employer involvement in school-to-work through the lens of seven business organizations: American Society for Training and Development (ASTD), Business Coalition for Education Reform (BCER), The Business Roundtable (BRT), Committee for Economic Development (CED), National Alliance of Business (NAB), National Association of Manufacturers (NAM) and U.S. Chamber of Commerce (CC). An introduction to and analysis of each of the seven organizations' materials is provided, followed by summaries of the publications addressed in the text.

Six of the seven organizations examined are membership organizations representing a variety of businesses in this country. The seventh, BCER, is a coalition of 13 national business organizations. All seven organizations were part of the legislative discussions on STWOA and have continued to be involved in the implementation of school-to-work and other workforce development issues. Through publications and other efforts, they have introduced school-to-work to their constituencies and articulated the business role to others involved in school-to-work. They are key players in the effort to build the capacity and scope of businesses involved in school-to-work, and their vision and current efforts will be an important voice in the discussions on how and whether or not school-to-work continues after the expiration of STWOA in 2001.

A review of the materials from the seven organizations shows their perspective and message to their members regarding employer involvement in school-to-work. The analysis section of this paper and the following summaries of materials review both the flurry of policy papers defining the key issues of business organizations which were raised as Congress began to consider school-to-work legislation and the "how to" guides containing prepared descriptions of working programs and best practices that have been developed since STWOA passed. They are examined as are a number of publications of non-business organizations concerning employer involvement in school-to-work.

Why Employers are Involved

The seven organizations view school-to-work from several non-mutually exclusive perspectives. These perspectives can be summarized as follows:

- **School-to-work activities are consistent with and support emphasis on education reform**. School-to-work supports higher academic standards for all students by showing how those higher standards are needed in the workplace. School-to-work engages students in meeting higher standards through applied academics, team and project learning and other means that integrate academic and occupational requirements.

- **School-to-work is part of a larger effort to develop a rational workforce development system**. The workforce development system includes the initial preparation of the labor force and continual training and development of the current workforce.

- **School-to-work is a strategy for economic growth**. Investment in workforce training and skills-upgrading is an important ingredient in this country's economic competitiveness.

The business organizations view employers as part of a coalition of school-to-work partners, including educational institutions. Some organizations are more precise than others in outlining the business role in partnerships or coalitions. Some envision business as part of a governing structure, while others assert that business must have the leadership role. The differences, however, are on emphasis, not on the need for partnerships and collaboration. In

addition to educators, parents and unions are mentioned as partners, but nothing is written about their role and involvement with business in these efforts.

Much of the discussion about changing the educational system is concerned with issues of the total quality management movement seen in business. NAM highlights companies that transformed themselves into high performance workplaces. According to BRT's principles, "U.S. workforce development priorities should be based on the principles of total quality." NAB writes of the need to learn from the lessons of the Malcolm Baldrige National Quality Award, which has tied education to the principles of quality management. In 1995, Baldrige conducted pilot programs in education and health care, using new criteria for performance excellence in these two fields.

The National Employer Leadership Council Employer Participation Model

The following commentary on the organizations' publications is organized around the Employer Participation Model (EPM) developed by National Employer Leadership Council (NELC). The EPM was created by representatives of NELC member companies to recommend actions that individual companies can take as part of their school-to-work involvement. The EPM identifies 56 activities for employers in three circles:

- Employers Working with Students and Teachers
- Employers Strengthening Company Practice
- Employers Building a System

The EPM categories are described in further detail below. It is important to note that the EPM was published in 1996, after many of the publications reviewed here had already been issued. Most of the material from the business organizations is focused on practical information to assist individual businesses in starting a school-to-work program, with less emphasis on building a system and changing company practice. Over time, these various publications have built on each other to give greater focus and detail to employer involvement in school-to-work. A review of these publications gives an idea of the issues, successes and barriers in school-to-work as identified by these organizations and where these organizations and others need to provide further detail and definition in the discussion on the continuation of school-to-work.

Working with Students and Teachers

The EPM's specific activities that employers can undertake in working with students are built around three areas: career awareness, career exploration and career preparation. Activities that employers can undertake in working directly with teachers include: project-based learning, school-based enterprise/entrepreneurial projects and internships/externships/sabbaticals in business. Employers can also support the work of teachers in producing instructional materials, assisting in curriculum development, advising on business practice, identifying industry skill standards and supporting technology use.

There is agreement that business should provide work-based learning opportunities (ASTD, BCER, CRT, CED, NAB), although no single work-based learning experience is advocated. Experiences, such as career days or fairs, workplace visits, job shadowing, internships and cooperative apprenticeships, are viewed as a continuum of opportunities. Organizations talk of work-based learning experiences as preparation for employment within the company that provided the work-based experience, but there is no discussion of whether companies will recognize work-based experiences not provided by them. There is also no examination of changes in the way career information is provided or

career counseling occurs for young people, only the recognition that such activities are part of the work-based learning continuum.

Mentors are recognized as part of the work-based experience by NAB but are not mentioned by the other organizations. In *School-to-Work at Work*, NAB notes that employees need to be prepared to supervise students in defined work-based learning opportunities. NAB describes different roles for adults as trainers, mentors, supervisors and/or coordinators and emphasizes that worksite staff should be familiar with the design and objectives of school-to-work and the responsibilities of their individual roles. Mentors should also be knowledgeable about adolescent behavior and ways of working with adolescents. Employees are also likely to require ongoing support and guidance as they train and supervise students in the workplace.

Business organizations want work-based and school-based learning to be integrated. In *Connecting Inner-City Youth to the World of Work: A Program Statement by the Committee for Economic Development,* CED recommends that innovations in curricula and pedagogy, such as contextual learning, integration of academic and vocational education and career academies, be continued and expanded. In *School-to-Work at Work*, NAB suggests that integration occur through project-based learning and authentic assessments. Through project-based learning, students work with teachers and work supervisors on projects that explore technical and social topics in the workplace, which provide opportunities to engage students as active learners. Authentic, project-based assessments are useful in that they allow students to demonstrate knowledge and skills. One example, portfolios, are compilations of work that help students analyze and reflect on how their projects have evolved.

Business generally supports the teaching of SCANS[2] skills as an important part of preparing for work, and BRT encourages this specifically through its statement of principles. No specific suggestions, however, are provided in how SCANS skills are to be embedded into curricula. Organizations (ASTD, BCER, BRT, NAB, CC) also believe that employers should be involved in integrating work-based and school-based learning, but little is written about how to initiate this involvement. Employers have been involved in singular efforts at the state and local levels to develop curricula that integrate SCANS skills into academic and occupational learning, but such efforts have largely been ad hoc and focused on individual programs. There is no overall, easily accessible system for employers.

Similarly, there is little emphasis in the business organizations' literature on specific ways to work directly with teachers. (The companion to this document, *Employers Talk About Building a School-to-Work System: Voices from the Field*, emphasizes the necessity and priority of working with teachers). The EPM suggests that businesses can provide project-based learning, school-based enterprise/ entrepreneurial projects and internships/ externships/sabbaticals in business for teachers. The EPM also describes technology as a way for business to help teachers. For example, BRT's *Indicators of Best Practices for Training/Developing Employees* calls for at least 25 percent of training to be provided through alternate technology-based delivery mechanisms. While the business organizations advocate the use of technology in publications aimed at changing company practice for existing workers, none discuss the need to provide educators with information and support to increase their awareness and skill development of current technology, as is suggested in the EPM. To date, business

[2] SCANS — the Secretary's Commission on Achieving Necessary Skills — was established in 1990 by the U.S. Department of Labor, and brought together representatives of education, business, unions and government to identify the foundation skills and core competencies required for success in the workplace.

organizations have largely relied on intermediary organizations to create the essential connections for business with schools and teachers.

Strengthening Company Practice

Activities in the EPM that business can undertake to change or strengthen company practice to support new relationships with education are clustered around communicating supplier expectations, enhancing employment practice, encouraging employee development and extending corporate leadership.

Business believes that a company's participation in school-to-work should be based on the company's values, which is a lesson from the NAB/JC Penney project described in *Recrafting the Business of Schooling: Shared Lessons from Implementing School-Based Management.* At JC Penney, store managers are the most important individuals in the company structure and thus should be involved in helping a school districts implement school-based management. This in turn places decisionmaking at the local site. ASTD's *School-to-Work Programs: Info-Line* also emphasizes the connection between a company's vision and school-to-work.

Effective school-to-work participation requires communication and knowledge at all levels within an individual firm (ASTD and NAB). ASTD, in *School-to-Work Programs: Info-Line*, suggests crafting the school-to-work message for different audiences within a company. For example, top management may be more interested in the community involvement aspects of school-to-work than line managers, who want to know how school-to-work can assist their specific work. The EPM also suggests aligning corporate staff and resources, including government relations, corporate philanthropy, volunteerism and personnel policy, with corporate education priorities.

There is recognition that corporate leadership of school-to-work should be expanded. Champions of school-to-work can be found by approaching others in the organization who are involved in school projects, are parents of school-aged children or are ex-teachers (ASTD). These champions can identify others in the company who should be involved. ASTD also maintains that support for school-to-work needs to include the CEO. The EPM suggests achieving this by briefing senior management, inserting comments in senior management speeches, writing CEO editorials in industry and business magazines, focusing volunteer efforts on education partnerships and school-to-work/career preparation initiatives, recognizing community partnerships with events that showcase employer involvement and commitment and participating on local school, parent and partnership boards.

School-to-work requires more than changing corporate leadership or increasing communications within a company. Employment practices must be changed in order to institutionalize school-to-work by including grades and courses taken as part of the hiring decision (BCER, BRT, CED, NAB, CC). In *Growth with Opportunity: A Statement by the Research and Policy Committee of the Committee for Economic Development*, CED urges employers to link their hiring decisions more closely to student performance and recommendations from school personnel. It also recommends the removal of legal obstacles to using high school diplomas, transcripts and similar assessment information in hiring. In *Connecting Inner-City Youth to the World of Work: A Program Statement by the Committee for Economic Development*, CED further pushes employers to work with schools to develop additional means of documenting student achievement, including improved standardized tests, certificates of skill achievement and portfolios of student work. BCER proposes that companies weigh business location decisions based on a state's or community's commitment to achieving high academic standards, although no similar statement is made for industry-based skill standards.

Two organizations suggest increasing the amount spent on education and training for employees. NAM's *Improving the Economic Condition of the American Worker* proposes that successful companies set as a goal spending between three and five percent of payroll on employee training and education. BRT's *Indicators of Best Practices for Training/Developing Employees* proposes that companies make an educational investment of at least three percent of payroll.

Some of the business organizations expressed the importance of student evaluation and the subsequent communication of expectations to educators. The EPM suggests developing internal tracking systems to follow students hired, retained and promoted so that information can be shared. The companies highlighted in NAM's *The Smart Workplace: Developing High Performance Work Systems: A Report to the Members of NAM* are striving to increase their workers' skill levels by using tracking systems, including certification attainments, to mark existing workers' progress. Tracking systems can be used to broadcast success, provide progress reports and help benchmark best practices. Internal tracking systems, however, must be tied to each other in order to obtain a true picture in the building of a system.

ASTD's *Responding to Workplace Change: A National Vision for a System of Continuous Learning* recommends that (1) national benchmarking efforts be undertaken to identify best practices in an array of program components that continuously improve the school-to-work and workforce development programs and (2) information on successful programs be aggressively disseminated.

Building a System

The EPM lists activities such as promoting standards, building networks, benchmarking and promoting leadership to support system development at the local, state/regional, national and international levels.

There is strong support for the use of intermediary organizations as a means to ease the programmatic burdens of business involvement. None of the organizations indicates that one type of intermediary organization is better than another, and the kind of intermediary organization to use is seen as a local decision. The vision in school-to-work is that employer-based intermediary organizations can provide access to large numbers of employers. Intermediary organizations can also provide a common pool of resources and services that individual employers — small businesses in particular — may need in order to participate in school-to-work initiatives. Intermediary organizations may focus specifically on school-to-work or they may be local counterparts of national organizations like local chambers of commerce or trade associations.

Expectations about work requirements are to be communicated to workforce suppliers, such as educational institutions, through skill standards. BCER's *Partnerships for High Standards: Putting Knowledge to Work* describes the role of business in skill standards:

- recognize and articulate skill gaps in the workplace to education partners and industry associations,
- build linkages with schools and business-education partnerships to find a common language to articulate needs,
- work with industry associations and state projects to develop skill standards and certification methods and link them to existing academic standards and school-to-work initiatives and
- represent the business perspective to the National Skill Standards Board as they consider policy alternatives.

Some organizations advocate strong policy to align the nation's training and educational system. Both NAM and ASTD suggest changes to the current system of federal

education and training programs. NAM calls for the consolidation of various federal education and training programs, and ASTD proposes that the federal government adopt policies making it easier for states and the private sector to build systems needed in the new economy. Two organizations advocate for tax incentives as a means of encouraging business participation in school-to-work. CED, in *An America That Works: The Life-Cycle Approach to a Competitive Work Force*, supports tax vouchers or the creation of a GI-type bill and CC's *Statement of School-to-Work Transition* supports tax incentives to help employer involvement.

The organizations recognize the leadership role of business, especially at the local level, in developing work-based learning opportunities across industries and providing information on skill standards to all educational institutions. To achieve this goal, the organizations support the creation of a system of industry-recognized workplace assessments and credentials for use in schools and in the workplace. The BRT identifies this as one of the roles employers must play in the certification process. It is also included in the EPM but with little specific direction.

The promotion of the skill standards-driven curricula called for in the EPM provides a difficult challenge, since the development of occupational skill standards that can be incorporated into academic learning is occurring slowly. As a system of voluntary national standards are developed, those standards need to be introduced to the state and local institutions with responsibility for the development of curricula. Organizations (ASTD, BCER, BRT, NAB, CC) believe that employers should be involved in such curriculum development, especially in integrating work-based and school-based learning, but little is written about how the involvement should be formed.

The organizations acknowledge that business and local leadership is necessary for creating or enhancing regional economic development plans so that education, labor market needs and public and private resources are aligned to support quality workforce development programs. NAB's *Who Will Do the Work? A Business Guide for Preparing Tomorrow's Workforce*, for example, stresses that individual companies must make leadership commitments. Similarly, one BRT principle is that "business should have a leadership role in the formulation and implementation of workforce development policies." BRT also suggests that program delivery systems should be streamlined and administered at the local level. CC's *Statement of School-to-Work Transition* supports state and locally-driven school-to-work systems, and BCER's *Business Statement on School-to-Career Initiatives* says that local community design of the programs is needed in successful school-to-work initiatives.

2001 and Beyond

STWOA expires in 2001. Thus far, one of the seven business organizations, ASTD, has expressed the need to "reauthorize and expand federal funding for school-to-work transition programs and their evaluation. School-to-work is an essential component for improving the education and skills development of young people by promoting academic and career development in the context of work experience" (*Responding to Workplace Change: A National Vision for a System of Continuous Learning*).

Other business organizations echo the above sentiment, but do not yet endorse reauthorizing the legislation. According to a statement on school-to-career initiatives issued last year by six business organizations, successful initiatives:

- are part of the main, academically rigorous path of education for all students;
- expose students to career options they might not know about otherwise;
- teach participants skills that can be applied and adapted to any career of their choice; and

- prepare students to choose any course of endeavor including further education.

These are valuable arguments for the continuation of applied learning through school-to-work, and they point out some of the serious issues that must be addressed and answered if school-to-work is to succeed. The issues listed below are not entirely the responsibility of business, but they must be addressed and resolved in any consideration of the future of school-to-work:

- **Finding ways to involve all students, including out-of-school youth, college-bound students and young people with special needs in work-based experiences that are integrated with academic learning, either in the classroom or through alternative learning experiences**. In the companion document, *Employers Talk About Building a School-to-Work System: Voices from the Field*, employers show a willingness to work with all students.

- **Building the relationship between academic and occupational standards**. Business has supported bringing work requirements into academic learning, although efforts to define occupational requirements have not proceeded at the same pace as the development and promotion of academic standards. Additionally, some industries that have developed skill standards have found it difficult to efficiently approach and work with all of the many existing educational institutions. Many questions remain: How will business push for and achieve integration of academic and occupational instruction? Will skill standards be developed in a consistent language and format that allows educators to understand the employability skills and academic requirements girding the occupational requirements?

- **Developing curricula that links academic and occupational standards and builds the connection between work-based and school-based learning**. School-to-work is not just about providing work opportunities to young people. It is about tying those opportunities to learning in school.

- **Building an assessment and certification system that is valued by both education and industry and that meets legal requirements**. STWOA called for the development of skill certificates — portable, industry-recognized credentials that certify a student has mastered skills. Much work remains to develop an assessment system useful to business and education and leads to a credential that means something to both.

- **Supporting intermediary organizations at the national, state and local levels that have the expertise to help employers, education and training institutions and workforce development policymaking organizations allocate resources wisely and build an infrastructure**. As seen in the companion piece, employers and intermediary organizations want assistance in building employer networks through school-to-work.

- **Building capacity within the employer community itself, including benchmarking best practices for all sizes of employers and supporting the development of curricula, assessments and certification systems**.

- **Developing information, material and opportunities for teachers and career counselors to understand business practices and to convey that to students**.

- **Building a workforce development system that creates a clear transition for young people from school to work and continues to build networks of employers and employer organizations**.

Organizations whose publications are reviewed serve valuable purposes in school-to-work development by: (1) capturing best practices, (2) describing their vision of workforce development and (3) assisting in the development of school-to-work. Their involvement in discussions leading up to 2001 and beyond will continue to address these issues.

SUMMARY OF ORGANIZATIONS' MATERIAL

AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT

Founded in 1944, ASTD is a professional membership association of 65,000 individuals and organizations from every level of the field of workplace learning and performance in more than 100 countries. Its leadership and members work in multinational corporations, small and medium sized businesses, government agencies, colleges and universities.

Publications

Responding to Workplace Change: A National Vision for a System of Continuous Learning, 1997
This report outlines the concerns of private sector human resource development executives about education and training in this country (impact of technology, learning versus training, matching skills and work), describes current responses to these challenges and makes public policy recommendations. Among the recommendations from ASTD is to reauthorize and expand federal funding for school-to-work transition programs and their evaluation. The publication contends that school-to-work is an essential component for improving the education and skills-development of young people as it promotes academic and career development in the context of work experience. Information on successful programs should be aggressively disseminated.

ASTD also recommends that "educational institutions that provide job training, including community colleges, proprietary schools, private supplier, four-year colleges and universities and other certifying organizations should be held accountable for the standards of performance of their graduates. Performance should be assessed according to benchmarks developed by the public and private sector."

School-to-Work Programs: Info-Line, 1995
This publication advocates for employers to:

- initiate the program;
- exercise executive decisionmaking authority in the management and oversight of the program;
- provide input into school curriculum;
- recruit other employers to participate in the program;
- screen program applicants; and
- create work-based learning opportunities for program participants, such as exposing students to potential careers, providing workplace classrooms, providing work experience and creating structured workplace learning.

ASTD suggests changing company practice by finding other champions within a company, bringing the CEO on board, publicizing the program, highlighting the work of the students and convincing others of the benefits. Lessons learned (using a Motorola case study) are:

- find other champions in the organization,
- network,
- find other groups who deal with school-to-work,
- communicate clearly the organization's message regarding school-to-work,
- conserve resources and
- use an organization's existing resources.

BUSINESS COALITION FOR EDUCATION REFORM

These thirteen national business organizations have joined together to form the BCER, whose mission is to help strengthen America's schools:

- American Business Conference
- Business Higher Education Forum
- The Business Roundtable
- Committee for Economic Development
- Council on Competitiveness
- The Conference Board
- Council of Growing Companies
- Chamber of Commerce of the United States
- National Alliance of Business
- National Association of Manufacturers
- National Association of Women Business Owners
- Utility/Business Education Coalition
- U.S. Hispanic Chamber of Commerce

The BCER works to increase academic achievement for all students by supporting and expanding business involvement in education at the national, state and local levels. The BCER supports efforts to: raise academic standards for all students, ensure that standards reflect the knowledge and skills needed for workplace success and help the public understand the critical need for world-class academic standards and changes needed for school systems to deliver them.

Publications

Partnerships for High Standards: Putting Knowledge to Work, 1997
This publication resulted from a meeting in Minneapolis, MN in November, 1996 which sought to identify effective business activities that support academic standards. Its recommendations include:

- outlining the role in teaching academic skills and knowledge that students will need to thrive in the economy,
- insisting that standards be tied to an effective assessment system,
- helping write academic standards in collaboration with educators,
- using relevant information on student achievement in hiring decisions,
- taking a state or community's commitment to achieving high academic standards into consideration when determining a business location and
- directing education-related philanthropy toward initiatives that will make a lasting difference in student performance.

The report also outlines roles for business in skill standards:

- recognizing and articulating skill gaps in the workplace to local education partners and industry associations,
- building linkages with schools to find a common language to articulate needs,
- working with industry associations and state projects to develop skill standards and certification methods that link to existing academic standards and school-to-work initiatives and
- representing the business perspective to the National Skill Standards Board and providing impetus to NSSB as it considers policy alternatives.

Businesses are currently participating in school-to-work initiatives at varying levels of participation, described as follows in order of increasing commitment and impact: career awareness, short-term job shadowing, field trips, experiences for students and teachers, representation on local partnership boards and assisting educators developing academic curricula and experiences that integrate school- and work-based learning.

The Challenge of Change: Standards to Make Education Work for All Our Children: Principles for Education Standards, January, 1995

The publication was developed by a 34 member Business Task Force on Student Standards in response to a request from the National Education Goals Panel to the National Alliance of Business. It was a preliminary statement of the business community's views to the Goals Panel and the National Education Standards and Improvement Council, which is now defunct. The principles identified by the Task Force are:

- All students should be given the opportunity to master challenging academic subject-matter calibrated against world-class education standards.
- There must be one set of standards for all students.
- Standards must have a common core of skills.
- Standards must reflect "real world" requirements developed by people from all parts of the community, apply to all students, link classroom learning and work and be realistic.
- Standards must be voluntary.
- Standards must be dynamic and should be improved on a continuous basis by examining global benchmarks.
- Standards must include criteria against which performance is measured and achieving standards, not setting them, should be the nation's goal.
- Business leaders must have a seat at the table.
- Standards and performance measures must be understood and supported by parents and the general public.

Business Statement on School-to-Career Initiatives, 1997

The statement is supported by the National Alliance of Business, National Association of Manufacturers, U.S. Chamber of Commerce, Committee for Economic Development, American Business Conference and Council of Growing Companies. Successful school-to-career initiatives:

- are part of the main, academically rigorous path of education for all students;
- expose students to career options they might not know about otherwise;
- give participants skills that can be applied and adapted to any career of their choice; and
- prepare students to choose any course of endeavor, including further education.

Effective school-to-career initiatives:

- emphasize higher academic attainment as a primary goal,
- are designed by local communities,
- coordinate school- and work-based learning and
- add relevance by ensuring employer participation.

A Common Agenda for Improving American Education, 1996

This joint statement issued by the Business Roundtable, U.S. Chamber of Commerce and the National Alliance of Business commits to action in three areas:

- helping educators and policymakers set tough academic standards, applicable to every student in every school;
- assessing student and school system performance against those standards; and
- using that information to improve schools and create accountability.

These organizations will align business practices to foster meaningful student achievement; support the use of relevant information on student achievement in hiring decisions; take a state's commitment to achieving high academic standards into consideration in business location decisions; and encourage businesses to direct their education-related philanthropy toward initiatives that will make a lasting difference to school performance.

THE BUSINESS ROUNDTABLE

BRT is an association of chief executive officers who examine public issues that affect the economy in order to develop positions that reflect sound economic and social principles. It has no direct policy statement on school-to-work but views it as an integrated part of K-12 education reform and workforce training and development policy.

BRT advocates the following statement of principles to guide a new U.S. workforce training and development policy:

- Investment in workforce training and skills-upgrading is an urgent priority for U.S. competitiveness.
- Workforce training should be seen as an investment in human capital. Every employer in America should create its own strategic vision around the principles of the high performance workplace.
- U.S. workforce development priorities should be based on the principles of total quality.
- Improving workforce skills will create employment opportunities.
- The improvement of K-12 education is critical. Work readiness skills effectively described in the SCANS model are important for employment opportunities.
- Building high-skilled work organizations requires teamwork and partnerships. Collaboration and networking among business, labor, education and government will be required to develop voluntary national occupational skill standards and skill enhancement programs to improve workforce competitiveness.
- Program delivery systems should be streamlined and administered at the local level.
- Business should have a leadership role in the formulation and implementation of workforce development policies.
- Savings should be captured by re-engineering existing programs before making new investments in workforce training.

According to BRT, an effective school-to-work transition program requires recognition of the central role of employers in a variety of areas: the development of standards, the preparation of curriculum, the design of structured work experiences and other school-to-work models, the process of certification and the creation of work-based learning opportunities for students. It requires a curriculum that integrates school-based and worksite learning that is developed jointly by schools, business and labor where appropriate. Businesses, large and small, should become engaged with local education agencies and schools to improve the school-to-work transition process.

Publications

Indicators of Best Practices for Training/ Developing Employees, September, 1997
This publication is a checklist of best practices:

- An annual training strategy is developed and integrated with the organization's overall Human Resources Strategy, then tied to the business strategy and approved by senior management group.
- The primary focus of the company's training strategy is performance improvement.
- Advisory boards of users are established to provide input on program/curriculum content.
- Executive education is tied to the business strategy and the senior management group is actively involved in the needs-assessment process.
- A similar dollar amount of educational

investment exists for both the top and bottom halves of the organization.
- A process is in place to reward supervisors/ managers for developing and training all employees.
- Every employee receives at least 40 hours of annual training/development.
- The company's educational investment is at least three percent of payroll.
- The Internet/Intranet is utilized for providing access to educational referral opportunities for employees worldwide.
- At least 25 percent of the training is provided through alternate technology-based delivery methods.
- Experiments are undertaken in the use of educational technology in order to promote self-directed learning.
- All organizational development and change program initiatives are tied to business needs, are integrated with one another and are subject to a sunset provision.
- Major educational initiatives are evaluated for business impact with an emphasis on customer satisfaction.
- A process exists to measure the technical and professional preparedness of the workforce to compete in the global marketplace.

A Business Leader's Guide to Setting Academic Standards, June, 1996
BRT prepared this guide to answer questions from educators and policymakers in developing high academic standards. Options for business involvement are:

- outline the academic skills and knowledge that students need to thrive in today's economy,
- insist that new standards be tied to an effective assessment system,
- help write academic standards in collaboration with educators,
- read and critique academic standards being developed in the states,
- benchmark the standards so that they are as high — if not higher — than those of other nations and update the standards regularly to keep pace with competing nations and
- support efforts to involve the public in standards-setting and to seek approval of the standards.

Continuing the Commitment: Essential Components of a Successful Education System, May, 1995
This report outlines the nine essential components that must be present in effective education systems. A successful school system:

- sets high academic standards that prepare students for success in school, work and life;
- focuses on results, measuring and reporting student and system performance so that students, teachers, parents and the public can understand and act on the information;
- assists schools struggling to improve, rewards exemplary schools, and penalizes schools that persistently fail to educate their students;
- gives individual schools the freedom of action and resources necessary for high performance and true accountability;
- insists on continuous learning for teachers and administrators that is focused on improving teaching, learning and school management;
- enables parents to support the learning process, influence schools and make choices about their children's education;
- provides high-quality pre-kindergarten education for disadvantaged children and seeks the help of other public and private agencies to overcome learning barriers caused by poverty, neglect, violence or ill-health for children of all ages;
- uses technology to broaden access to knowledge and to improve learning and productivity; and
- provides a safe, well-disciplined and caring environment for student learning.

COMMITTEE FOR ECONOMIC DEVELOPMENT

Founded in 1942, CED is an independent, nonpartisan, nonprofit organization whose 250 trustees are national business and education leaders. CED trustees conduct policy research and formulate recommendations for public policy in education, national and international economics, management of government and urban development. A new publication, **The Employer's Role in Linking School and Work** was released in June 1998. This policy statement examines the employer's role in strengthening the connection between school and the job market. It identifies practical strategies for increasing participation of employers in activities to improve the transition between school and work.

Publications

An America That Works: The Life-Cycle Approach to a Competitive Work Force, 1990
This report concludes that business can help with national efforts to invest in children and youth by providing support and lending talent to schools, providing part-time and summer work experiences for students, setting clear hiring standards that are communicated to schools and entering into reciprocal agreements with schools in which concrete job commitments are linked to improved educational outcomes. To foster greater postsecondary education and training, CED suggests that businesses and government consider tax credits or vouchers that operate like a postsecondary GI bill.

Growth with Opportunity: A Statement by the Research and Policy Committee of the Committee for Economic Development, 1997
This publication includes recommendations to improve schools to "better prepare our youth for an economy in which skills and knowledge increasingly determine success." CED suggests:

- creating clear standards for educational outcomes with more effective accountability and incentive structures to help students, teachers and school administrators raise achievement levels;
- obtaining adequate funding for less affluent school districts that can use resources effectively and strengthen the ties between secondary schools;
- linking curricula and credentials more closely to employer skill requirements;
- linking employer hiring decisions more closely to student performance and recommendations from school personnel; and
- removing legal obstacles to the use of high school diplomas, transcripts and similar assessment information in hiring.

Connecting Inner-City Youth to the World of Work, 1997
In this program statement, CED recommends:

- expanding innovations in curricula and pedagogy (contextual learning, integration of academic and vocational, career academies);
- employers continuing support through site visits, guest speakers, work internships, curriculum advice and other activities;
- employers expanding their recruitment in inner-city neighborhoods through internships, summer jobs and part-time jobs;
- reducing current legal constraints on the use of diplomas and high school grades so large numbers of applicants can be screened;
- employers giving preference to those who enroll in more challenging school subjects, demonstrate better attendance and acquire more work-relevant skills;
- employers incorporating student performance information, such as that contained in school transcripts and teacher recommendations, into entry-level hiring decisions; and
- employers working with schools to develop additional means of documenting student achievement, including improved standardized tests, certificates of skill achievement and portfolios of students' work.

NATIONAL ALLIANCE OF BUSINESS

NAB is a business-led, nonprofit organization dedicated to building a competitive American workforce by enhancing the skills and knowledge of workers to meet the needs of business. NAB works to ensure that business needs drive changes in our nation's education and training agendas and that businesses have the resources they need to make improvements in their own workforce. Programs and policy initiatives of NAB focus on workforce development and job training, school-to-work transition and education reform.

Publications

America's Leaders Speak Out on Business-Education Partnerships, 1989
These proceedings and recommendations from the Compact Institute/Business Leadership Forum spell out lessons learned from communities involved in compacts, which are city-wide partnerships that establish long-term measurable goals for school improvement in exchange for business pledges of employment opportunities for youth. Lessons include:

- Business still does not adequately understand the magnitude and the seriousness of the problems of our public schools.
- Many business leaders in a community must be brought together to coalesce around education restructuring issues.
- An institutional structure is needed at the local level to orchestrate the ongoing business commitment and to ensure the continuity of business involvement.
- Reform requires a high level of interest from at least three groups: educators, business leaders and government officials.
- Patience is necessary.
- Business needs to become involved in the governing structure of the schools.
- Partnerships take time to evolve because trust between parties takes a long time to grow.
- It is imperative to develop agreed upon and measurable goals that clarify the intent, focus, commitment and methods of periodic assessment.
- Large infusions of money are less necessary to maintain partnerships than information and assistance that can encourage the endeavor.
- Business people have only limited knowledge of education reform issues. Involvement at the local level builds upon that knowledge, but information and technical assistance are needed to hasten the learning process.

Recrafting the Business of Schooling: Shared Lessons from Implementing School-Based Management, 1993
This publication reports on a project of NAB, JC Penney and the Fort Worth Independent School District to support the district's implementation of school-based management. The lessons learned:

- It is important to create a project planning team that includes the business partner and other representatives implementing school-based management to oversee project activities.
- Project activities should be customized to meet individual school and district priorities as well as remain flexible to address emerging needs.
- Appropriate evaluation criteria to guide expectations and assess progress must be agreed upon at the beginning of the process.
- Substantial training resources should be targeted to build collaborative decisionmaking skills at all system levels.
- Staff need opportunities to apply newly l earned skills and to take risks.
- Issues affecting and changing the central

office-school relationship must be addressed.

- The project should be used as a catalyst for exploring tough, but critical, change issues.
- Business managers and education administrators should be brought together on common organizational issues.
- The project should be treated as a "seed" to build internal capacity, craft dissemination strategies and forge a lasting business-education partnership.
- Business needs to turn inward, as the most valuable resource of any business in supporting education improvement may be its own people.

Business Strategies that Work: A Planning Guide for Education Restructuring, 1990

This report is designed to help businesses plan and structure their involvement in education within a broad coalition or within the individual company. Within a community coalition, businesses should:

- form a coalition of all the critical players/stakeholders,
- build a knowledge base,
- establish goals,
- develop a plan,
- create an implementation strategy,
- assess efforts and
- build on what is learned.

A Blueprint for Business on Restructuring Education, 1989

This report describes the early steps business needs to take to become involved in the five components of education restructuring: (1) school-based management, (2) new professionalism, (3) curriculum and instruction, (4) accountability and (5) linkage with social services. It begins with building a comfort zone, which includes learning about the education system by joining with other business people, building trust with educators, overcoming barriers and misconceptions, obtaining firsthand observations of school operations, visiting educational organizations to experience politics in action and understanding issues and problems confronting education. From these introductory steps, businesses can move to action steps which include establishing an ongoing structure, developing an action plan and choosing a focus.

School-to-Work at Work, 1996

Each guide in this series focuses on the how-to of implementing school-to-work in specific industries — health care, manufacturing and banking and financial services — based upon research on the needs of businesses in these industries. Included are detailed descriptions of best practices in school-to-work programs and specific tools for setting standards, developing curricular frameworks, assessing worksite skills and training mentors. Information is presented around six driving principles of school-to-work identified by NAB:

- a broad coalition of partners governs the program,
- employers provide structured sequences of worksite learning,
- school-based and work-based learning are coordinated and integrated,
- high school and postsecondary learning are linked,
- students are in contact with at least one adult worker who is familiar with the design and objectives of school-to-work and trained for their individual roles and
- students receive recognized academic and occupational credentials.

How School to Work Works for Business, 1994

This publication is built around youth apprenticeship programs. The four-part report describes the how-to and benefits of business involvement in school-to-work. Part I presents the youth apprenticeship model, Part II describes the current status of employer involvement, Part III describes various business-led youth apprenticeship

programs and initiatives at the state and local levels and Part IV reflects on the future of business participation in school-to-work.

Who Will Do the Work? A Business Guide for Preparing Tomorrow's Workforce, 1989
This publication is designed for members of corporate America looking for ways to let schools know what skills businesses need from new workers and help schools equip individuals with these skills. This publication provides business with a detailed guide for becoming involved in school-to-work programs that introduce students to all aspects of work and to the skills needed to succeed. Three successful programs are profiled.

The report outlines the following elements for successful school-to-work implementation:

- sustained and visible commitment and leadership;
- a mutually agreed upon goal;
- quantifiable commitments and measurements of success;
- an intermediary organization to perform such duties as: developing a program framework and management system, developing and maintaining communications between schools and business, following up on employer job pledges to identify specific jobs for students, providing job readiness training, matching students with appropriate jobs and referring them for interviews, providing follow-up services to address workplace concerns and monitor student progress, providing job and personal counseling for students, referring students to other support services and establishing interim measures with business and education to review progress and take corrective action; and
- business sector commitments to provide appropriate job opportunities, hire qualified students, orient and train supervisors, provide job-related support services to students while on the job and in the classroom and establish a communication system with schools through intermediary organizations.

The report lists the business community's roles and responsibilities as:

- organizing job pledges,
- providing information for and reviewing job readiness curriculum,
- securing funds to support the program and the hiring of students and
- influencing policy and resource decisions in ways that would enhance the collaborative.

Company roles and responsibilities are to:

- provide leadership commitment and support to the program;
- make job pledges;
- identify appropriate jobs and supervisors;
- develop additional training, support and opportunities for student workers;
- designate contact staff; and
- orient, support and recognize supervisors, other employees and students involved in the program.

Youth Apprenticeship: Business Incentives, Problems & Solutions, 1993
This publication is a summary of a fifteen member business focus group on youth apprenticeship sponsored by NAB, American Youth Policy Forum, Jobs for the Future and Manpower Demonstration Research Corporation. Participating employers were well-known for their work in youth apprenticeship. The focus group occurred as legislation was being considered, so some recommendations are directed to legislative options. The groups found that employers:

- Attributed their adoption of youth apprenticeship to a desire to assist young people and to develop a high quality workforce for their business.
- Noted an increase in skills and employability of their youth employees and improved performance level of worksite supervisors.

- Identified two major start-up challenges: (1) selling the apprenticeship model to their current employees and (2) time spent negotiating and planning with schools.
- Wanted legislation to include funds for the development of infrastructure, which included staff training, curriculum development and training of mentors, and supervisors.
- Recommended some financial support especially for small and mid-sized firms.
- Recommended the use of intermediaries to negotiate between parties, broker ideas and handle fiscal management.
- Suggested that there not be a new federal program to support youth apprenticeship but rather that monies be made available to improve existing programs.

NATIONAL ASSOCIATION OF MANUFACTURERS

NAM is the nation's oldest and largest broad-based industrial trade association. Its nearly 14,000 member companies and subsidiaries, including approximately 10,000 small manufacturers, are in every state and produce about 85 percent of U.S. manufactured goods. Through its member companies and affiliated associations, NAM represents every industrial sector and more than 18 million employees. NAM's mission is to enhance the competitiveness of manufacturers by shaping a legislative and regulatory environment conducive to U.S. economic growth in a global economy and to increase understanding among policymakers, the media and the general public about the importance of manufacturing to America's economic strength and standard of living.

Publications

The Case for Higher Growth: Technology, Disinflation and New Economic Policies, 1996

This white paper on various elements of economic growth states that one of seven ways to higher growth is through raising labor force skills and workforce productivity. NAM suggestions include consolidating the more than 150 existing federal training programs, then targeting federal dollars to provide skills for "real jobs" based on information from business.

Education and Training for America's Future, by Anthony Carnevale, 1998

This paper, written by Anthony Carnevale, Vice President for Public Leadership at the Educational Testing Service and published by the Manufacturing Institute, the educational and research affiliate of NAM, includes the following recommendations:

- Implement voluntary national standards and tests in reading and math for K-12 students. Carnevale notes:
  - "World class excellence is not possible without standards and standards are not actionable without tests. Our first priority in K-12 education is to administer a common test that will allow every parent access to information regarding the performance of every other child in the country and in the world. If national tests are to be worth the trouble, we must develop and administer them carefully. Tests should focus only on reading and math areas where there is broad agreement on what children should know and be able to do."
- Emphasize the value of community colleges and expand knowledge about financial aid opportunities like Pell grants in low-income communities. Support programs which helps disadvantaged adults and youth succeed in higher education (e.g., TRIO programs).
- Improve publicly-funded employment and training programs through the following activities:
  - Establish a commission for reforming employment and training programs, which would examine all departments with education and training programs and make recommendations on consolidation to Congress.
  - Develop common government information systems in management information, labor market, program outcomes and customer feedback. Management information requires common definitions regarding eligibility and service. Labor market standards should be developed using unemployment insurance wage information to provide data about jobs being created nationwide. Program outcomes might establish individual learning goals as well as employment and earning effects. Consumer information/customer feedback should provide full disclosure of the costs,

faculty, facilities, curricula and learning outcomes of education and training providers.
  - Develop a national network of state-based "one-stop career centers." The centers can be helpful on transforming scattered programs into an accessible system of coordinated services for job seekers and employers.
- Extend employer-provided training through employer and employee subsidies or tax incentives. The section of the tax code that allows employers to send workers to school without making them pay income tax on the cost of their courses should also be extended. The tax code should also be changed to make job-related educational expenses deductible when the education is relevant to a current job and when employers provide education or training for a new job. Eligibility for federal higher-education grants should be expanded to include adult learners enrolled in career related courses and in degree programs. Also suggested are tax incentives to mid-size and smaller employers to allow them to provide training.

Manufacturing Networks: A Report for the Partnership for a Smarter Workforce, 1996
NAM, with the Council for Adult and Experiential Learning and the Industrial Services Program of Massachusetts, created the Partnership for a Smarter Workforce (PSW) to enhance the development of learning networks and to provide support to existing ones. PSW provides information and technical assistance to small and mid-sized manufacturing firms, affiliated with large customer companies, to upgrade the skills of employed workers through participation in manufacturing networks. The report states, "a manufacturing network is an intentional relationship forged between prime companies (customers) and their suppliers or among the supplier companies themselves, specifically designed with a view toward mutual benefit."

The report notes that firms might create a learning network to share training or seek to learn collectively about one or more of the complex techniques essential to improving their competitiveness. Networks can operate as co-production networks, co-marketing networks, learning networks and resource networks. The National Institute of Standards and Technology surveyed manufacturing networks in 1992 and found that the common objectives of networks, in descending order, were: marketing, training, production, technology transfer/assistance, new product development, purchasing and quality improvement.

The publication estimates that about ten to fifteen percent of companies nationwide are currently involved in true collaborative networks. Networks are characterized by:

- a clear definition of purpose;
- on-going rather than short-term or intermittent relationships;
- mutual benefit from participation by the partners;
- commitment of resources — physical, technical, financial and human — to the task of achieving common objectives by all partners; and
- structured relationships existing not only between the customer(s) and a set of multiple suppliers but also among the multiple suppliers themselves.

Some networks have used an individual or agency to serve as a facilitator. Brokers can help companies form strategic partnerships, organize network activities and identify new business opportunities. Networks have also turned to different modes of learning using joint problem solving and solution techniques. Sustaining a network requires trust and communication among the partners. Success comes when there is a champion within the industry. Networks fail, however, when there is incompatible personal chemistry and a lack of strategic fit.

The Smart Workplace: Developing High Performance Work Systems: A Report to the Members of NAM, November, 1994
This report on a NAM-based project around high performance work organizations includes descriptions of projects. According to the report, high performance work organizations are efficient, flexible and quality driven and combine high skills, high productivity and relatively high wages and profits. Training and education are emphasized because employees need to know how to perform complex tasks, make decisions and use judgement in the workplace. The report notes, "high performance means change in virtually every area of corporate life, right down to the corporate culture itself."

The report also includes a summary of a series of focus groups and executive forums held to elicit attitudes about high performance work organizations and to share best practices. Among their findings are that most companies are motivated to change by the presence of perceived or real crises, unions can be an important ingredient in change, workers are unenthusiastic about returning to the classroom to develop new skills and incentive systems must use objective and justifiable criteria for measuring performance.

The report includes profiles of companies that changed company practice to meet increased educational needs. The changes encompass providing more education and training in the skills required and an emphasis or re-emphasis on teamwork, individual problem-solving and decisionmaking and customer service. Companies have instituted pay systems that reward performance and include certification and re-certification of workers.

Improving the Economic Condition of the American Worker, 1996
This white paper on improving economic growth finds that more jobs and increased wages can be obtained by increasing economic growth, reforming government, instituting tax reform and reduction, increasing exports and forging a new employment relationship. New relationships include open communications, information sharing and performance-based compensation, such as increased profit sharing and alternative dispute mechanisms. This compensation should be tied to skills. According to the report, "successful companies should set as a goal of spending between three percent and five percent of payroll on employee training and education." The report calls for consolidation of the more than 150 federal training programs with a block grant approach that can work. It also advocates "careful attention at the state and local levels to good, easily accessible labor market information so that job training for both youth and adults is targeted at real jobs based on the best source of accurate labor information, which is the business community itself."

U.S. CHAMBER OF COMMERCE

The Center for Workforce Preparation was established in April, 1990 as the Chamber's nonprofit education and training affiliate and is designed to assist chambers of commerce and small businesses in local education and training reform and program development. Its mission is to help ensure that U.S. workers are prepared with the knowledge, skills and attitudes to compete and succeed in the global economy of the 21st Century. The Center's objectives are to promote and support effective local education and training initiatives in support of workforce excellence; manage, conduct and stimulate research that effectively orients education and training systems to help workers become competent in workplace knowledge and skills; and initiate and document promising education and workforce preparation programs that can be replicated by chambers of commerce and small businesses at the local level.

Publications

New Century Workers: Effective School-to-Work Transition Programs, 1994
The publication guides community leaders through the process of establishing effective school-to-work transition programs. It highlights successful chamber, corporate and non-profit initiatives that are providing essential skills to tomorrow's workers, including cooperative education, internships, career academies, school-based enterprises and apprenticeships. The Chamber suggests that "schools must begin to view preparation of youth for employment as part of their primary responsibility and must be fully committed to program quality and high standards of performance for all students and staff."

Business must assume new responsibilities for the development of youth and the institutional changes that support the growth and maintenance of a highly skilled workforce. The report notes that, "employers will need to: be farsighted in anticipating skill and employment needs within a given industry and communicating those needs to local schools; help develop systems to place program graduates in full-time positions in their areas of certification, or to assist them in future schooling or work preparation; and be prepared to commit more financial and human resources to this effort." According to the Chamber, successful steps for designing, marketing and implementing school-to-work include:

- forming a steering group,
- assessing the environment,
- defining the school-to-work plan,
- forming a design committee,
- developing curriculum and linkage mechanisms and
- implementing the program.

New Century Workers: Conference Highlights, June 25, 1995
In opening remarks reported in the publication, Ed Luperger, CEO of Entergy Corporation, indicated that the Chamber recognizes the different models of school-to-work under development and that school-to-work must be accountable to customers, students, employers and communities across the nation.

Statement of School-to-Work Transition
The Chamber supports the creation of a national school-to-work transition system. To this end, business must be recognized as the primary customer and, therefore, the primary source in developing the system; a national system must be state and locally-driven by the private sector and free of any new federal regulations and mandates; and tax and other incentives should be provided to enable employers to justify allocating meaningful time and resources to the development and implementation of local school-to-work transition programs.

AMERICAN YOUTH POLICY FORUM *RESOURCES THAT WILL WORK FOR YOU!*

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American Youth and Young Families, 1988-2008

A ten-year update of the 1988 reports of the William T. Grant Foundation Commission on Work, Family and Citizenship. Includes essays and the latest data on a range of topics — employment, youth and community development, school reform, higher education, service — by a number of the nation's leading scholars and youth policy advocates. Essayists include Thomas Bailey and Vanessa Smith Morest (Teachers College, Columbia University), Martin Blank (Institute for Educational Leadership), Carol Emig (Child Trends), Lawrence Gladieux and Watson Scott Swail (The College Board), Samuel Halperin (American Youth Policy Forum), Harold Howe II (former U.S. Commissioner of Education), John F. Jennings and Diane Stark Rentner (Center on Education Policy), Karen Pittman and Merita Irby (International Youth Foundation), Shirley Sagawa (Learning First Alliance), Carol Steinbach (The Citistates Group) and Daniel Yankelovich (Public Agenda).

Exploring Systems for Comprehensive Youth Employment Preparation **64 pages. $6 prepaid.**
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by Glenda Partee

Summarizes the observations of an 18-member U.S. delegation of federal and state policy aides, researchers, program practitioners and representatives of non-profit and youth serving national organizations about policies and practices in England to reform the education system, support youth work and the delivery of services, and prepare youth for the workplace.

Preparing Youth for the Information Age: A Federal Role for the 21st Century **64 pages. $5 prepaid.**

by Patricia W. McNeil

The author argues for high expectations for all students, offers a compelling vision of a high school "redesigned for success" and outlines strategies to support youth in their learning. Offers insights into issues such as developing state and local consensus on results, improving accountability at the state and local level and improving school quality.

Revitalizing High Schools: What the School-to-Career Movement Can Contribute **38 pages. $5 prepaid.**

by Susan Goldberger and Richard Kazis

The authors argue that school-to-career must be an integral part of high school reform strategy if it is to achieve scale and be of maximum benefit to young people, employers, and educators.
(Co-published with Jobs for the Future and National Association of Secondary School Principals)

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by Stephen F. and Mary Agnes Hamilton

The directors of Cornell University's Youth Apprenticeship Demonstration Project share practical lessons in implementing essential components of school-to-career programs.

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by Richard Kazis, with a memorandum on the Youth Transition by Paul Barton
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Youth Apprenticeship in America: Guidelines for Building an Effective System **90 pages. $5 prepaid.**
Discussion of educational theory and practical application by six experts at the forefront of research and on the front lines in implementing youth apprenticeship. Outlines approaches and lessons learned from experience in the U.S. and abroad.

Children, Families and Communities: Early Lessons From a New Approach to Social Services **48 pages. $5 prepaid.**
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